CHAPTER II

REVIEW OF RELATED LITERATURE
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2.0 INTRODUCTION

This Chapter will deal with the Review of Related Literature. Researchers with a view to giving a theoretical orientation to the problems of the study undertaken usually carry out such reviews.

The present Researcher who is conducting the Study on “Role of the Catholic Church in Elementary Education in Meghalaya” would like to place on record a review of related literature which has helped her in carrying out the present study. The review of earlier studies has indicated the gaps and overlaps in research in the area and has helped her to locate her study among all those studies reviewed.

Several studies have been conducted in the area of Elementary Education India and abroad and there has been enormous literature on analysis of Elementary Education. Before undertaking the study, an effort has been made to review as many as possible studies related to the topic.

2.1 STUDIES IN INDIA

Desai (1951) investigated into Compulsory Education in India. The investigation revealed that the lack of enthusiasm of the Compulsory Primary Education could be traced to the following factors:

(i) Financial difficulties of all the state governments to take up such a huge project;

(ii) Hartog Committee report changed the attitude of the state governments

1 Desai D. M., Compulsory Primary Education in India, Bombay University 1951. (An Abstract taken from M. B. Buch Survey of Research in Education. First Edition 1974.)
(iii) The Act left the position vague to enable the state governments to introduce compulsory education either for boys or for girls or for both.

(iv) The law was powerless in the case of those who were too poor to send their children to school.

(v) The estimated cost of introduction by the scheme was so high that it was absolutely beyond practical finance.

Tannu (1959)² conducted a study on the Place of Shift System in Primary Schools in Bombay.

The following were the finding of the study:-

(i) Three hours instruction was given to the children in the Shift System schools and five hours instruction to the children attending full time schools.

(ii) The schools timings in the shift system schools were ill-adjusted as they were fixed according to the availability of the school building.

(iii) Odd timings of the shift system school system resulted in poor attendance of children.

(iv) Promotions in the shift system schools were not strictly based on merit but on other considerations.

Lohithakshan, P.M. (1961)³ An Analytical and Experimental Study of Backwardness at the Primary School Stage.

The Important findings were as follows:-

(i) The educational backwardness was associated with communal backwardness.


(ii) Early admission to higher classes on the basis of private study had a healthy influence on educational achievement.

(iii) The first-borns were not different from others.

(iv) Poor economic home conditions as well as irregular school attendance were related to educational backgrounders.

(v) The pupils of backward group were significantly lower in intelligence.

(vi) The backward children were inferior with regard to the following traits: Confidence, persistence, assertive attitude, observation, capability, concentration, favourable attitudes towards school work, sociability, sensitivity to praise and blame, and regard for self.

(vii) The backward pupils tended to be less enterprising in school work, less envious and less cheerful.

(viii) They seem to be less adjustable, the boys were less social and the girls less adjustable.

(ix) The backward children preferred normal children as their friends.

Aino (1964) traced the history of Primary Education and Secondary Education in southern Nigeria. The salient features of the study are:-

(i) Informal education which was commonly widespread in Yorubaland prior to the time that the English system of Education was introduced is examined. The author assesses the system of Islamic Education which has spread to the Yorubaland earlier than the arrival of the Christian missionaries. It is pointed out that both these systems of education could not compete efficiently with the English system of education.

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(ii) It throws light on the growth of education in Sierra Leone, Ghana and Southern Nigeria and points out the problems of development of education. It accounts for the beginning of education in Badagiri, then Abeeukuta and later at Lagos and spread of Western System of Education from these places to several provinces of Southern Nigeria including the Northern Emirates.

(iii) The thesis lays stress on the use of the indigenous languages in all primary and secondary school levels. Its arguments take the position of the place of mother tongue in education in India as a solution to the problem of medium of instruction in education in Nigeria.

(iv) The defects of the primary education in Nigeria are analyzed. The school organization and curriculum arrangements are compared with that of the Japanese school system. However, the progress of primary education is pointed out.

Upasani (1966) made an Evaluation of the Existing Teacher Training Programme for Primary Teachers in Maharashtra and found that:-

(i) The present position of the professional training of primary teachers is far from satisfactory especially if it is evaluated in the light of the new challenges in elementary education.

(ii) A very serious defect in the practical training is the giving of prescribed number of practice lessons.

(iii) The present position of the Professional training of Primary Teachers is far from satisfactory especially if it is evaluated in the light of the new challenges in elementary education. A very serious defect in the practical training is giving the prescribed number of practice lessons.


Some of the findings were:

(i) The Syllabus was out of date, lop-sided, impractical and far away from the realities.

(ii) Some content in the syllabus was difficult to teach.

(iii) The text-books made use both the old and the new measures.

(iv) Limited scope for oral work weakened the skill of calculation in the pupils.

(v) Self-explanatory illustrations were found quite inadequate.

(vi) For first three grades, there were no prescribed text books.

(vii) Teachers failed to understand four fundamental methods to be followed.

(viii) Majority of the schools have no reference books.

(ix) Sometimes pupils are admitted at a premature age.

(x) Time-table was not rigidly followed.

(xi) There was no provision for effective and useful teaching aids.

(xii) Over-crowded classes, frequently transfer of the teachers, irregularity of attendance contributed a lot to the low achievement of the pupils.


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The general findings of the study were:

(i) Adverse school conditions affected pupils’ achievement.

(ii) Scholastic under-achievement was both a social and a school problem, i.e., pupils’ backwardness in schools was intimately related to their family conditions and social background.

(iii) Quality of teachers affected both school progress and performance of pupils.

(iv) Faulty habits were directly related to the scholastic backwardness.

(v) Poor school administrative procedures hindered pupils’ achievement.

(vi) Unplanned curriculum and inadequate textbooks were also responsible for low achievement of achievement.

(vii) Emphasis on narrow subjective examinations affected pupils’ performance adversely.


The following were found to be the academic causes of backwardness in social studies.

(i) They pertained to defects in curriculum, teaching materials, teachers and teaching methods, administration in schools and of Examinations. Majority of the teachers found the prescribed syllabus of the subject as too heavy,

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divorced from real life situations and sometimes even beyond the grasp of a teacher.

(ii) Textbooks in Geography were found to have outdated maps, while those of history were found overloaded with facts. These books failed to cater to the needs of students. Explanations to the fundamental concepts were lacking.

(iii) Teaching aids were either not available at all or were scarcely used. Two thirds of the teachers lacked training and were wholly dependent on the textbooks. On the spot excursion and study tours could not be organized due to the paucity of funds.

(iv) Classes were over-crowded.

(v) Teachers were overburdened with non-academic work. Therefore, personal guidance to these low achievers was not possible.

(vi) Proper inspection and supervision by the head of the schools were lacking.

(vii) Teachers were weary of transfers.

(viii) Private tuition and cheap guides formed a great hindrance in the mental development of these low achievers.

(ix) Examination system in vogue failed to evaluate the efficacy of learning experiences provided to the children.

(x) Results of these examinations were used only for promotion purposes and no particular follow up was done to help the low achievers.

(xi) Other defects noted for causing underachievement were that of physical defects in children, poor and discouraging home conditions and lack of motivation and aptitude towards the subject.

Banarjee (1967) in his study of "Training of Primary Teachers in India made the following observations:--

There were weaknesses and short-comings in the professional educations of primary teachers and vigorous attempts were needed to put the programme on the right track.

Basic education attached great value to the child and real development would take place only under conditions of freedom.

In the new age, the school, the teacher. The training institutions had to play a great role in changing the old patterns of education.

The number of student teachers, explosion of knowledge and democratic living – all these placed upon the training institutions a responsibility of unprecedented magnitude.

A training college had to address itself to the task with a spirit of high adventure and faith.

Patole (1967) made a study of teaching of Science in rural primary schools standards I to VII. Some of the important findings of the study were:

(i) About seventy four percent teachers and sixty one per cent trainees are of the opinion that science should be a separate subject from Standard I and should not be integrated with social studies in the first four grades.

(ii) Sixty per cent of the teachers have passed their P.S.C. Examination, thirty nine per cent have passed their S.S.C. Examination and the remaining have taken higher education.

(iii) The average number of pupils per teacher in Standard I is 73.40 which gradually decreases in upper standard and in standard VII it comes to 27.27

(iv) Only ten schools possess and complete set of equipment for the practical demonstration of experiments.

(v) None of the school has a separate science room.
None of the schools subscribes to any periodical devoted to scientific knowledge and information.

There is no significant difference in the boys and girls as regards interest in science.

The number of questions asked by pupils decreases as they advance in age.

The topics in which pupils seem most interested are our body, health and hygiene, mechanics, diseases, heat, senses, air, water and food for plants.

The topics in which pupils showed less interest are pests, on plants, seasons, insects, fishes, other animals, reproduction of animals and reproduction of human beings.

The activity based method was found superior to traditional one.

Das (1968) studied the Evolution of the System of Elementary Education in Orissa to bring to light the development of primary education in Orissa.

The following are salient findings:

(i) Primary education in North Orissa received greater attention after Lord Curzon's new education policy 1904. The number of schools as well as enrolment rose up. The waste and stagnation was however, the most serious obstacle in the development of primary education. In 1931 a committee was appointed for the improvement of primary education. Several measures were taken up in 1935-1936. In South Orissa, the beginning of the period 1912-20 was after the passing of the Madras Elementary Education Act 1920. After the formation of the new province of Orissa in 1936 more emphasis was laid on the development of primary education. Grant-in-aid system was

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introduced. In Orissa payment by results was replaced by payment for efficiency. A system of inspection was also prevalent.

(ii) The picture which emerged by 1947 showed that educational qualifications of the primary school teacher were not satisfactory. The number of trained teachers available was very unsatisfactory when considered against the requirements. The appointment of graduate teachers in training schools improved the standard of the student-teachers. The curriculum at the primary stage passed through various stages of development. Local authorities managed secondary education only in South whereas priory education was under the control of the revenue authorities were entrusted with organizing and maintaining an efficient system of vernacular education in the areas under their control. The problems of education of backward classes still continued to remain unsolved. As the population of the Mohammedans in Orissa was very small attempts to improve their schooling were on a small scale.

(iii) Till 1908, the Government did not open any separate girls' school. By 1947, the literacy among the females was not higher than two per cent and most of the girls were still in the primary stage. The idea of compulsory primary education came only after 1925 and was experienced upon in various places and stages in Orissa. Basic education was introduced only after the decision of the Congress ministry in 1938. A Board was constituted. The basic curriculum and other aspects were similar to the practices in other states. The scheme of Basic Education in Orissa had to struggle from its start for its very survival.

Kamalamma (1969) conducted a study of the History and Problems of Primary Education in Kerala.

The study revealed that:

(i) It is the only state which has achieved the aim of hundred percent enrolment of children in the age-group six to eleven and Kerala is in the most favourable

position to reach the goal laid down that by 1975, there should be free and compulsory education for all children upon the age of fourteen;

(ii) The majority of government schools selected for study have no adequate enclosed area as per Kerala education rules;

(iii) Play grounds, sanitary arrangements, drinking water facilities are unsatisfactory;

(iv) Provision of special teachers is unsatisfactory in almost all the schools;

(v) Very few teachers have taken advantage of refresher courses and in-service training;

(vi) In spite of many practical difficulties, the number of children benefited by the noon-feeding programme is remarkable in the state;

(vii) Although the expenditure in primary education has risen very high the headmasters are against the idea of adopting the shift system as a means to reduce expenditure;

(viii) The curriculum followed in the primary classes is not liked by the majority of headmasters;

(ix) The overcrowding of school subjects and the lack of systematic arrangements of the curriculum are considered as the most serious drawbacks of the present curriculum;

(x) Frequent inspection by the headmasters are preferred to the annual inspection by assistant educational officer;

(xi) The government has succeeded very much in overcoming the problems of wastage and stagnation; and

(xii) Stagnation is more in grades I and II than in others which is due to the lower admission age in class I;

(xiii) Headmasters of government schools did not favour the idea of participation in school administration.
Arora, K. and Chopra, R. (1969) A Study of Status of Teacher Educators working in Elementary Teacher Training Institutions, Department of Teacher Education NCERT, New Delhi 1969. The following were some of the salient findings:

(i) The minimum qualification of the Teacher Educators at Elementary Teacher Training institutions was graduation or diploma in education, about 40 per cent were better qualified – two per cent had first divisions and twenty per cent had secured second division at Mater's level.

(ii) Mostly, teacher-educators had teaching experience in secondary schools which ranged from five to thirty years. The majority of teacher had to teach at least two subjects – thirty per cent had to teach one subject, forty percent two subjects, nineteen per cent three subjects and four per cent four subjects.

(iii) Some teacher-educators had to do examination work and most of them had to do clerical work.

(iv) No in-service education programmed was organized for teacher-educators.

(v) About fifty per cent had bicycles, radio or sewing machine whereas very few possessed cars, scooters, motor-cycles and refrigerators. Only a few teacher educators had housing facilities.

(vi) Medical facilities to teachers-educators were not provided on uniform basis. The medical facilities consisted of reimbursement or fees paid to the doctors.

(vii) The majority of female respondents had small families consisting of two or three children whereas, respondents had comparatively larger family consisting of five children on an average.

(viii) The majority of respondents were satisfied with their jobs and sixty two per cent did not want to change their profession. Dissatisfaction in the remaining was due to low income, low social prestige attached to the profession, no
further prospects, unjust and unfair administration, heavy workload, political pressure in admission and examination work.

Mehra (1970)\(^4\) conducted a study on National Survey of Elementary Teacher Education in India.

Some of the salient findings are:-

(i) The quality of teacher education deteriorated on account of the expansion, the number of such institutions went up to 1548 in 1965 from 1081 in 1960.

(ii) Except in Gujarat, Madras and West Bengal, the majority of such training institutions in other states were located in urban areas. No uniformity in the level and type of training was found.

(iii) The courses could be categorized into four groups - One year post-middle, 2. Two year post-middle, 3. One year post matriculation higher secondary and 4. Two-year post-matriculation/higer secondary. The reasons given for variations were rapid expansion of primary education, non-availability of matriculate candidates in backward areas, paucity of women teachers and low pay scales. Little attention was paid to minimum admission requirements for training institutions. The age of teachers under training ranged from 15 to 30 years. Except in Kerala, Madras and Mysore, much attention was paid to academic background or personality traits while recruiting the candidates deputed by their schools or selected in the interview. The syllabus for the trainees was prescribed by the State Department of Education. The institutions were not well-equipped with teaching aids for different programmes, hence the only method that prevailed was the lecture method. In-service and extension programmes were largely ignored.

(iv) The assessment scheme needed a lot of improvement. Most of the institutions were poorly staffed. Most of the staff members had no experience of teaching in primary schools. The inspection and supervision of these institutions was generally done by the education officers or the district inspectors.

\(1^{4}\) Mehra, C., National Survey of Elementary Teacher Education in India NCERT, New Delhi 1970.

Mehta (1971)\textsuperscript{15} in his study "an Investigation into the Attitudes of Student Teachers of Primary Basic Teacher Training Institutions towards community life and Craft found out that:

(i) The students who opted for carpentry had more favourable attitudes towards the community life than those opting for spinning and weaving.

(ii) The students who opted for spinning and weaving had more favourable attitude towards community life than those opting for agriculture.

(iii) The women student teachers had more favourable attitudes towards community life than male student teachers.

(iv) The students with no remedial programme had less favourable attitudes than the student-teachers who were given the remedial programme.

(v) The fresh student teachers showed more favourable attitude towards community life and craft than the experience student teacher.

(vi) The remedial programmes affected the attitudes in varying degrees. Some student teachers showed an increase in their scores while some showed a decrease.


The findings relating to admission to an elementary teacher training institution are as follows:

(i) The minimum qualification is matriculation or S.S.L.C.


(ii) Age limit is 15 to 30 years for freshers, and up 45 years for untrained teachers.

(iii) The Admissions are given on the basis of credits gained on written tests, interview, academic records and teaching experience.

Panigram, Das and Das (1972) studied Stagnation in Elementary Education. The findings were:

(i) The students' pass percentage in all subjects in classes II and III were 15.7 and 13.4, respectively, whereas, the percentage of students promoted to these classes by the headmasters were sixty five and seventy six, respectively.

(ii) The causes of the low or underachievement of pupils were traced from the data. The method of 'Comparison of Opposites' was adopted for the purpose. The 'high group' comprised, those passed in all subjects and the 'low group' consisted of those failed in all subjects. It was found that most of the 'high group' students were regular in attendance, whereas most of the low group students were irregular.

(iii) A subjective analysis of results revealed that in general, students performance was better at the end of class II than at the end of class I.

(iv) The performance of students who had to repeat grades due to previous failure showed that from among 280 students tested in class II and 276 tested in class III, 130 students in class III, there were 103 of class II and 130 students of class III detained in previous years. Out of the 103, sixty two failed in all subjects, twenty two passed only in one. Out of 130, sixty seven failed in all subjects, twenty nine in two and eight passed in all the subjects. This indicated that there was little improvement in the performance of fifty per cent students in spite of spending one more year in the same grade.

Most of the pupils in 'low group' did not have books and other instructional materials and their mother tongue was different from the regional language. These causes were coupled with economic backwardness.

Thakur, T., (1973)18 The Case History of the Modern Primary School in Assam SIE, Assam.

Some of the major conclusions were:-

(i) The school failed to show a significant improvement in academic attainment.

(ii) The purpose of the original scheme had not been translated into action. The whole implementation process had various limitations. There was lack of communication and follow-up programmes.

(iii) The criteria to select the existing school for conversion were not sound.

(iv) Two factors (teacher and locality) were mainly responsible for the total attainment of the school. The teacher stood out as the foremost factor. The teacher training programme was defective.

(v) The grant was a very inadequate one to convert a school into a model one. A lumpsome grant was given only once.

Das (1974)19 studied the Impact of School Conditions on Primary Education in Sibsagar District of Assam.

The study revealed that there was significant relationship between efficiency in education and physical facilities in school. The school physical conditions definitely seemed to have a favourable impact on school education. Better physical facilities increased the attractive and retentive power of the school as well as provided situations conductive for effective education and, hence, contributed towards better education of the children of that school.

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The significant educational implication is the better provision of physical facilities in school helps in reducing waste in education and in increasing its educational efficiency.

Das (1979)\textsuperscript{20} conducted a study on “Administration of Elementary Education in relation to the Programme of Universalisation in Assam.

The study mainly revealed that the area of administration of education at the elementary level was full of problems. The Directorate of Elementary Education was a newly created department and was yet to be fully strengthened. In comparison with the tremendous expansion of elementary education, the expansion of the machinery relating to administration, inspection, supervision and management was inadequate. The state had 21559 primary schools, 3816 middle level schools, 45387 primary teachers, 20296 middle-level school teachers, 22 lakes schools children, 25 deputy inspectors and 62 assistant subinspectors of schools. The administrative machinery was not adequate even for administration at eh current status of elementary education, let alone the expansion during the sixth Plan for universalisation. From all points of view new recruitments of administrative personnel should be made from professional institutions.

Mandal, G.L. (1980)\textsuperscript{21} studied on universal and compulsory primary education in Bihar. The study revealed that:

(i) Primary schools intended for children for children of 6-11, that is, schools with classes I-V were made available to 96 per cent of them. Three fourths of the school going population in age group 11-14 found a middle school classes (VI-VIII) within walking distance from their habitant.

\textsuperscript{20} Das. R.C., Administration of Elementary Education in Relation to the Programme of Universalisation in Assam 1974. Abstract taken from M.B. Buch, Fourth Survey of Research in Education Vol II.

\textsuperscript{21} Mandal, G.L. Universal Free and Compulsory Education in Bihar (1950-74) – A Study of Problems and Measures, D.Litt. Education Bihar University, 1980 (Abstract taken from M.B. Buch, Fourth Survey of Research in Education)
(ii) Provisions of schooling, facilities for classes I-VIII within a walking distance of every child was the target to be attended within a period of children in the age group 6-14 were enrolled by 1978.

(iii) There was a kind of built in resistance among the landless agricultural labourers, scheduled castes and tribes, etc. to availing of the facilities for primary education and therefore, the seed for sustained and vigorous drive was imperative.

(iv) Out of every hundred children enrolled in class I only 25 reached V and only 15 went up to class VIII.

Kaur (1981) conducted A Critical Study of the Organization of Educational Administration and Finance in the State of Uttar Pradesh. The main findings of the study were:

(i) There has been a very rapid increase in enrollment of students at all levels and in all types of educational institutions.

(ii) During the post-Independence period, there had been a corresponding increase in the expenditure on education as well.

(iii) To ensure proper teaching, the number of teachers had also been raised and there had been no appreciable change in the teacher-pupil ratio over the years.

(iv) The strength of the supervisory staff in the Directorate of Education had also been raised considerably.

(v) Prior to Independence, the Chief Secretary looked after the problems connected with education in addition to his various other duties. A separate Ministry of Education to look after the development of education was set up thereafter.

(vi) There had been considerable increase in the expenditure on programmes for adult education.

(vii) The courses of study needed revision.

(viii) A majority of the teachers, heads of departments and principals felt that there was need for reform in the system of examination.

(ix) The teachers felt that there was need for improvement in their working conditions. Their workload was heavy. Their pay scale sanctioned by the UGC in 1973 needed revision because of the rather rapid rise in prices over the years.

Sachchidananda (1982)\textsuperscript{33} studied Disparities in Elementary Education – A Case Study of Bihar.

The findings of the study were:

(i) Expansion of literacy in Bihar has not been keeping pace with the expansion of population.

(ii) Bihar had the bulk of disparity in education with regard to very high, high and middle socio-economic disparity in literacy.

(iii) There were seven districts with low disparity in literacy and seven with high disparity in literacy.

(iv) Those districts which had a high literacy rate were also high in the enrolment of students in schools.

(v) The districts which were high in urban industrial component were also high in literacy rate.

(vi) The high literacy rate in males had no relationship with high literacy rate among females.

\textsuperscript{33} Sachchidananda, Disparities in Elementary Education: A Case Study of Bihar, ANS Institute of Social Studies, Patna 1982. (Indian Institute of Education sponsored) - (Abstract taken from M.B. Buch, Fourth Survey of Research in Education).
(vii) The enrolment of girls was highest in the districts which had a large number of missionary and voluntary organizations working for the upliftment of tribals.

(viii) Among the Christian tribals, there was 100 percent literacy among boys as well as girls.

(ix) The population of workers among scheduled castes was very high who went for blue-collar jobs.

(x) The percentage of literacy among scheduled castes was 6.53

(xi) The percentage of literacy among tribals was 11.64

(xii) There was high percentage of enrolment among tribal children in the districts which had missionaries and social welfare agencies.

(xiii) Christian agencies were more actively engaged in literacy work than government agencies. Non-Christian missionaries engaged in literacy work were the Aryasamaj, Ramakrishna Mission, Sikh religious community etc.

Devi (1983) conducted a study on Problems of Dropouts in Primary Schools of Manipur.

The major findings were:

(i) There was no uniformity in the rate of drop-outs for the whole primary course. At the lower primary course, girls dropped out more than boys. The difference in the rate between boys and girls was 14.76 percent which was highly significant.

(ii) As a whole girls had a higher rate of drop-out than boys. The difference between the mean rate of dropout of boys and girls was 6.30

(iii) The boys had a higher rate of stagnation than the girls.

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(iv) The highest rate of stagnation following the cohort was at the junior high school stage. Class-wise stagnation was clearly visible at class VIII for boys and class VII for girls.

(v) The highest rate of dropout appeared in class A (48.48 per cent) and the lowest in class VI (4.79 per cent). The variation between the highest and lowest was 43.69.

(vi) Both dropout and stagnation were at a higher rate in schools in congested zones.

(vii) The first four important causes according to the combined results, were poverty, frequent transfer, repeated failure and negligence of parents.

(viii) In Imphal town, stagnation started from class V.

(ix) The study of the relative importance of causes revealed that out of 40 causes of dropout, 20 belonged to socio-economic, 17 to educational and 3 to miscellaneous categories. Socio-economic causes were the most important causes of dropout followed by educational and miscellaneous causes. There was complete unanimity among the three set of judges regarding the contribution of major causes of dropout.

Gogate, S.B. (1983)\textsuperscript{25} undertook a study on Training of Primary School Teachers in the context of Universal Primary Education. Outcomes of the study were:

Teachers particularly from rural areas were aware of the social, cultural and economic needs of the rural society. Teachers understood that the development was possible through education and that education was the main instrument of child development and that they had a social responsibility if achieving this development. Teachers were aware of the methods of formal and non-formal systems of education. They knew that at some stage in the future they would have to take responsibility for

non-formal education. Teachers developed proper attitudes towards the problems of children from weaker sections of the society and problems of education of girls. Teachers were now aware of the extent and causes of the problems of wastage and stagnation.


Findings of the study revealed that:

The mean innovative proneness score of the teachers above 35 years of age was greater than those of the teachers under that age. The mean score of the female teachers was higher than that of the male teachers. The mean score of the teachers having more than five years of teaching experience was greater than that of teachers having less than five years of teaching. Teachers possessing an M.A. Degree gave the highest mean score on innovative proneness while teachers having a B.Sc. Degree gave the lowest mean score. The mean score of the teachers who had not changed institutions was higher than the teachers who had changed the institution. The mean score of the teachers who attended the in-service programme was higher than the mean score of the teachers who had not attended any in-service programme. The components of the innovative proneness scaled significantly correlated with teachers’ personal variables such as age, sex, experience, academic qualification, professional mobility, in-service education, reading habit and professional satisfaction.


The major findings of the Study were:-

(i) The student-teachers trained using Micro-teaching under the simulated conditions acquired better teaching competency than those trained under the traditional training method.

(ii) The student-teachers trained, using Micro-teaching under real class-room conditions acquired better teaching competency than those trained under the traditional teaching method.

(iii) The effectiveness of the Micro-teaching training technique was more significant in respect in those trained under real class-room conditions than those trained under simulated class-room conditions in developing the teaching competence of student-teachers.

(iv) The Micro-teaching training technique made a significant impact in developing a positive attitude in the student-teachers towards micro-teaching. Micro-teaching should be used in developing teaching skills as a regular technique in colleges of Education.

Kapadia (1984) in his study of the Development of Primary Education in the State of Gujarat after independence reported the following findings:

(i) The position of primary education in Gujarat was admirable as the state ranked third in this respect among the other progressive states of India.

(ii) There was a considerable increase in the number of schools during the last three decades. The state has succeeded well in attracting more and more pupils to schools.

(iii) During the three decades from 1950-1980 there was an enrolment explosion. The number of boys on they rolls during this period increased three times and the number of girls five times.

(iv) The percentage of female trained teachers was less than that of males trained teachers during the years between 1950-51 and 1960-61. From 1965-66...
onwards, as steep rise occurred in the number of male trained teachers and the same trend continued till 1979-80.

(v) The expenditure kept on steadily increasing till it started doubling every five years.

(vi) Efforts were made to overcome the two evils of wastage and stagnation but not much progress was seen.

(vii) The problem of single-teacher schools also remained.


The major findings of the study were:

(i) The teachers, headmasters and education extension officers were aware of the needs for Research in the field of primary education.

(ii) Some of the problems they faced were regarding the working of the school, curriculum construction, administration of primary education etc.

(iii) They felt that there should be diversification of curriculum, school timing, open entry to the schools and encouragement to balwadis.

(iv) The research needs to spell out in the study were related to the areas of absenteeism, administration, classification of students according to abilities, curriculum development and practices, preparation of quality education materials, educational policy, evaluation system, parents, school entrance systems, schools plant, school timing, sociology of education, strength of students per class, students' characteristics, teacher training of teachers, transport and text-books.

Gogate, S.B. (1984)30 conducted a study on Primary Education in Marathwada. Some of the findings were:

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(i) Prior to 1948, almost all schools were conducted by the Nizam’s regime. Schools conducted by private managements were non-existent. However, the freedom fighters of the state had opened schools at Aurangabad, Beed Anbejogai, Parabhani and Hippanga. This did not get any support from the Nizam’s government. Prior to 1948, though Maharathi was the medium of instruction, Urdu used to be taught from Standard III.

(ii) Prior to 1948, Marathwada also had schools of non-formal education in Mosque (Maktabs) and Patalas, and also in the estate of Beed big landlords.

(iii) Girls’ education was non-existent prior to 1948.

(iv) During 1984-1985 the number of schools, students and teachers in Marathwada was: schools (10,293), boys (7,84,000), girls (5,14,000), teacher, (30,942)

(v) In urban areas 35 to 40 per cent of the teachers were female. This percentage in rural areas was between six and seven. In urban areas 36.75 per cent of the teachers did not stay at the place of work. This percentage in rural areas was 27.1. Ten per cent of the rural teachers were involved in farming. Fifty percent of the teachers did nothing to improve their professional skills; similarly 25 per cent of the teachers made no efforts to improve students. Thirty per cent of the teachers did participate in monthly meetings. Most of them did not read educational literatures. From 50 to 60 per cent of the teachers reported paucity of facilities in schools, while 25 per cent complained of clerical and other non-educational work.

(vi) In rural and urban single teacher schools, 60-70 per cent of the boys dropped out by the time they reached stand IV, in the case of girls this percentage was only 16. In multiple-teacher schools the dropout rate was between 40 and 50 percent.

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In the achievement test, (the test consisted of four parts), being for standard I, II, III and IV and each carrying 25 marks), 439 urban students scored 16.48, then 11.62, 7.42 and 5.63 out of 25 respectively. About 702 rural students scored 15.62, 11.19, 7.43 and 6.21 respectively. Thus, by and large, students of standard V had shown achievement which was barely equivalent to the level of stand II.

Many schools did not have basic facilities like the blackboards, chairs, tables, benches, etc. Only 36 per cent of the schools had drinking water arrangements. In almost all the schools, the environment around the schools was not healthy.


Some of the major findings were:

(i) There were major types of schools, viz., Government, Quasi-Government and non-Government.

(ii) In all the three categories, there were large differences both in structure and function. The most prevalent medium was Bengali, (83 per cent), followed by Hindi (6 per cent), English (6 per cent) and Urdu (1 per cent)

(iii) Most of the schools were non-residential.

(iv) Vacation days ranged between 47 – 70 per year.

(v) Schools buildings were mostly under ownership but a few were rented.

(vi) The teachers were mostly in the age of 21-50 years.

(vii) The percentage of female teachers were 62, 32 and 16 in city, metropolitan and rural areas respectively.

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(viii) Educational qualifications of the teachers were low. The majority were matriculates, few were graduates and some were below matriculation, especially in rural areas.

(ix) Teachers had experience of between 5 and 15 years.

(x) For the majority of teachers, the pay range was Rs.300 to 500 per month.

Desai’s (1985) study on Learning Disabilities of Primary School Children found out that:

(i) The most potent cause of learning disability was poverty.

(ii) The second cause of the malady was the apathy of teachers to their duties in school.

(iii) The third cause of learning disability was the abolition of examinations from standards I and II in the schools of Gujarat.

(iv) Low intelligence was also one cause of the malady.

Lyndem (1985) in the study of A Critical Study of Development Plans and Programme in Primary Education in the State of Meghalaya since Independence found out:

(i) There was progress in respect of various aspects of primary education like establishment of new schools, strengths of teachers, enrolment of students – though there were fluctuations sometimes in the enrolment figures. Financial assistance sanctioned by the state government to the district councils relating to various aspects of primary education increased. There was an increasing trend in the expenditure on both general and primary education.


Meghalaya has implemented several development programmes in the field of primary education to achieve the goal of universalisation. But some of the programmes were implemented only in few schools.

The percentage of single teacher schools, female and trained teacher were 42, 56 and 39 respectively. On an average, each school had 2.47 teachers. In West and East Khasi Hills Districts, teachers below matric ranged from 69-74 per cent of the total numbers. The same percentage in Shillong Municipality and Cantonment areas was 25. About 64 per cent respondents felt that a few more primary schools in rural areas should be opened by government. No teacher had utilized the programme of assistance to author for writing or publishing books. About 5 percent of the schools possessed a school library. Only five schools had a science laboratory. About 91 per cent of the heads of school expressed great satisfaction over the training received by their staff. Very few teachers attended in-service programmes during 1980-83.

Though, in the implementation of different programmes, there was still a log, the picture became very poor for private unaided schools under district council administration. Barring a few stray instance, these schools were almost untouched by any of developmental programmes.

Devi, Rajpati (1985) conducted a study on barriers in the Primary Education of scheduled caste students (In Hindi). The study revealed that:

There was no significant difference in the achievement levels of the pupils belonging to scheduled caste and the caste Hindu pupils in the types of schools studied. All were performing at very low level.

Conditions in the schools were far from satisfactory. The teacher pupil ratio was very poor. The teachers had just minimum qualifications and had poor training.

(iii) Methods of teaching were found to be defective and suited to scheduled pupils. Teachers were not sincere in discharging their duties.

(iv) No discriminatory treatment towards scheduled caste pupil was noticed, though not much was done to induce them to achieve better than they were doing. These pupils were made to work for others. Home background conditions were found to be not encouraging for achievement. The homes had poor facilities and there were very few persons who were literate or educated.

(v) Most of these pupils suffered from poor eyesight and poor general health.

Yadav M.S. (1986)\textsuperscript{35} conducted a study of Evaluation of Comprehensive Access to Primary Education (CAPE) Project in India.

The major findings of the study were:

(i) The organizational structure adopted for implementing the CAPE Project in the country was found to be very suitable.

(ii) Revision of the TTI’s curriculum was one of the essential activities in most of the states. It took much more than the stipulated time.

(iii) Different functionaries were provided training by CRC and RDRC members, but at the time of Survey, it was found that a large number of untrained personnel were working and they expressed the need for training.

(iv) The teacher trainees faced several problems in the preparation of learning episodes.

(v) The activity of preparing learning episodes (LES) was considered useful by a majority of students (90 percent).

(vi) The literacy and numeracy material was mostly developed by the teacher-educators in the workshops.

\textsuperscript{35} Yadav, M.S., Evaluation of Comprehensive Access to Primary Education (CAPE) Project in India. Maharaja Sayajirao University 1986, UNICEF Financed. (Abstract taken from M.B. Buch, Fourth Survey of Research in Education.)
(vii) Developed LES were screamed and processed in the workshops.

(viii) At the time of the Survey, except Tamil Nadu, no state could produced the minimum (240 hours learner engaged time) material which was specific for starting Phase II.

(ix) Material prepared was found to be relevant to the local needs of the learners.

(x) On the whole 50 percent of the planned programmes could be conducted and 20.43 per cent of the allocated funds could be utilized in the Project.


The findings of the study were:

(i) Primary teachers of the area were found to have high job-satisfaction and professional honesty.

(ii) Female teachers as compared to male teachers, unmarried teachers as compared to married teachers, urban teachers as compared to rural teachers and non-agricultural family occupation background teachers were significantly higher in job-satisfaction and professional honesty.

(iii) Young teachers as compared to old teachers, junior teachers as compared to senior teachers, and high academic achiever teachers as compared to low academic achiever teacher were also significantly higher in job-satisfaction.

(iv) Caste was not found to have a significant effect on either of the two.

(v) The major factors of job-dissatisfaction among primary school teachers were inadequate salary, lack of physical facilities (space, equipment, etc.) problems in getting arrears, exploitation by officers etc.

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(vi) The major factor conducive to professional honesty in primary teachers were
the teachers' strong and good character, the teachers' sincerity towards work,
recognition and open environment in the school, the teachers' mental health
etc.

Biswas N.B. (1986) conducted a Study of the Curriculum for Primary
Education in Bangladesh. The major findings were:-

(i) A contextual gap existed between framing of objectives by the National
Education Commission and the National Curriculum and Syllabus
Committee.

(ii) There was some gap between the curricular content recommended by the
National Education Commission and that of the National and Syllabus
Committee.

(iii) Even though the National Curriculum Syllabus Committee recommended
inclusion of Environment Science, the National Education Commission did
not recommended adopting such studies.

(iv) The textbooks were mostly according to the content included in the syllabus
prescribed by the National Curriculum and Syllabus Committee.

(v) The textbooks were very poor with regard to physical aspects.

(vi) The teachers' handbooks were of high quality in terms of both content and
production.

(vii) The schools did not implement the curriculum appropriately.

(viii) The questions set in the examinations were of the knowledge type and
ignored other aspects like analytical thinking, logical reasoning, etc.

(ix) The problems were related to lack of physical facilities, time-table, non-
availability of appropriate teaching aids and materials. The workload was
very high as perceived by the teachers.

The major findings of the study were:

(i) All primary schools worked under the administration of the Basic Education Council and there was a village committee for primary education in every village.

(ii) Average strength of teacher per school was four.

(iii) There was a primary school for every 20,000 population. The average strength of students per school was 216.17.

(iv) In rural areas, 79.85 per cent boys and 20.17 per cent girls belonged to backward classes.

(v) Average literacy percentage in the district was 25.96 in which male literacy was 39.82 per cent and female literacy was 12.4 per cent.

(vi) 87 percent of the schools were located in building constructed by the Basic Education Committee.

(vii) The greatest problem of teachers in these schools was economic.

(viii) The main source of income of students in these areas was agriculture.

(ix) 43 per cent of the teachers studied up to class X only.

(x) About 23.93 percent of mothers and 44.31 per cent of fathers were literate.

(xi) Ninety per cent of the students used chalked for writing.

(xii) Internal assessment was prevalent in the primary schools.


(xiii) About 68 per cent of the students sat on the floor during school hours.

Raina B.L. (1988)\textsuperscript{39} conducted a study of Education in a village of Jammu and Kashmir. The major findings were:

(i) The teacher - student ration was found to be very low in the villages and about 50 per cent children of the 6-14 age group were out of school. However, no enrollment drive was undertaken to bring them back either by the teachers or administration.

(ii) Schooling facilities did not affect students' enrollment. Mostly from the well-to-do families attended school. Further, the girls' students' enrollment was found to be only 12 per cent. The ill-equipped girls' schools and attitude of the parents towards girls' education were found to be the causes for this low enrolment.

(iii) High drop out was registered during the year 1970 (81 % and 30.7 % for high school and primary school respectively).

(iv) Two adult education centers operating in the village were unutilized but the two craft centers were functioning well, thereby causing the low enrolment of girl students in the schools.

(v) The development programmes raised the awareness of the villages and they have shown keen interest in the programmes and utilized them effectively.

(vi) Education has led to the migration of the educated villagers to other parts of the state as well as outside the state.

Gupta, J.K. and Srivastava, A.B.L. (1989)\textsuperscript{40} conducted a sample study of Stagnation and Dropout at Primary Stage in the Educationally Backward States.


The major findings of the Study were as follows:

(i) The overall dropout rate of the primary stage was more than 60% in the state of Andhra Pradesh, Bihar, Jammu and Kashmir and West Bengal, whereas in Assam, Orissa, Rajasthan and Uttar Pradesh it was less than 50%, and, in the case of Madhya Pradesh, it was around 58%. The dropout rate among SC as well as ST pupils was higher than that of pupils of all communities in all the states except in Jammu and Kashmir.

(ii) More than 60% of pupils completed the cycle without repeating in Jammu and Kashmir, Orissa and Rajasthan, whereas in the states of Andhra Pradesh, Assam, Bihar and West Bengal only about one-third of the pupils completed it.

(iii) In all the states, three-fourths of the total years spent in excess are attributable to drop-outs while the remaining are attributable to repeaters who have completed the cycle. (SKB 1163)

Chachidananda (1989) studied the Disparities in Elementary Education: A case Study of Bihar. The study revealed the following findings:

(i) In respect of literacy and elementary education, Bihar was far behind than most of the stages in the country.

(ii) The dropout at elementary stages was heavy and increased over the years. Unless children completed the first three years of schooling in the primary class, they tended to relapse into illiteracy.

(iii) The various factors responsible for the poor performance of elementary education, low enrolment, high drop-out, etc., were: poverty if rural families, lack of effective supervision and rampant corruption in the supervisory cadres, paucity of woman teachers, teachers being highly politicized and less...
representative of the SC/ST teachers, low literacy and enrolment among the poor scheduled castes and non-Christian tribal.

Bhargava, S.M. (1990)*2. Conducted a Study of the Growth of Educational Facilities and Enrollment at the Elementary Stage in India.

The major finds of the Study were:

(i) There has been a steady growth of educational facilities at the primary stage. In 1957, 59.75% children had schooling facilities within a distance of one kilometer, but this was available to 80.34% in 1986. Among the states, Nagaland, had the highest and Tripura the lowest facilities. The other states that followed Nagaland were Mizoram, Gujarat and Punjab. But Uttar Pradesh, Goa and Himachal Pradesh had the lowest percentages.

(ii) Educational facilities for girls, and ST and SC improved from 38.05% in 1978 to 74.46% in 1986.

(iii) Middle-stage education facilities within 1 km. Have also increased from 3.13% in 1957 to 13.25 in 1986, and Junagadh District (Gujarat) had the highest facilities for middle-stage education.

(iv) At the elementary stage (1-VIII), 1,139 lakh children were enrolled in 1986, and this showed a 51.43% increase over 1973 with an annual growth rate of 3.24%. However, crores of children were out of school and only 30.07% of those who got enrolled in school reached class VIII. (MSY 0936).


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The major findings of the study were:-

(i) Supervisors were more engaged in para and non-academic work.

(ii) Their number was insufficient.

(iii) They were put in a common cadre along with T.G. Teachers.

(iv) Being under the control of BDO, they were engaged more in non-academic work.

(v) Even though SIS are taken as extension officers, they were not provided with normal TA and other facilities.

(vi) There were political interferences in the administration of the elementary schools.

(vii) The DI of schools had less control than required over the supervisors.

Reddy (1991)\textsuperscript{44} studied the Quality Improvement of Pre-service Teacher Education of Primary School Teachers in Andhra Pradesh.

Findings of the study revealed that:

(i) The sex ration of male and female teacher educators who responded was 4:1; four out of five teachers educators were young below 39 years of age; many teacher training institutes (DIETS) did not have the required physical facilities and the present staff pattern was considered inadequate to maintain quality in the pre-serve teacher education.

(ii) Roy (1991)\textsuperscript{45} studied the Impact of the Elementary Teacher Education Programme on the Attitudinal Change of the Elementary Teacher trainees of Orissa towards Community Involvement.


67
(iii) Findings revealed that the elementary teacher education programme with the elements of community involvement, both in theory and practice positively affected the change in the attitude of the student-teachers towards community involvement. Both the categories of student-teachers were almost equally prone to change in their attitude towards community involvement; previous teaching experience had no role to play in the change in the attitude of student teachers towards community involvement and the degree of interest in teaching was responsible for accelerating the development of attitude towards community involvement.

Sarma, H.N.Dutta, Bineeta and Sarma, Dipti (1991) conducted a study on Identification of the Problems of Primary Education. The major findings are:

(i) Lack of physical facilities at school was the major problems of the primary schools.

(a) Forty six per cent of the schools did not have school buildings.

(b) Forty-two per cent of schools had adequate city arrangement for their pupils.

(c) Lack of facilities for health and hygiene was a serious problem. Sixty one per cent of the schools did not have facilities for proper drinking water, 73 % did not have lavatories and 54 % did not have urinals.

(d) Games and sports were part of curricular activities of the primary schools, but 54 % of the schools did not have playground and 85 % did not have any material for games and sports.


(ii) In 4% of the schools, there was only one teacher, in 19% there were two teachers, and in 8% there were three teachers. The teacher–pupil ratio was found to be very high in one school (1:110) and that too in a tea garden school. In 24% of the schools, the ratio was between 1:11-1:20, in 48%, between 1:21-1:30, in 28% of the schools, the ratio was between 1:31-1:43.

(iii) The government of Assam supplies text-books free of cost to its pupils, but 87% of the teachers considered irregular supplies of text books as a major problem.

(iv) 71% of the teachers considered guardians' lack of cooperation as a serious problem of Primary education.

(v) Sixty-four per cent teachers and headmasters considered pupils' irregular attendance as major problem.

(vi) As regards, the professional qualifications of the teachers, all the headmasters were trained. In case of assistant teachers only had undergone normal basic training course. Fifty three per cent of the teachers did not apply training methodologies in the actual teaching-learning situation.

(vii) There was significant correlation between pupils' academic achievement in class III and IV. This implies that if proper academic guidance is given, good students will tend to show better results in future.

(viii) The correlation between pupils' regular attendance and their academic achievement was found to be insignificant.

(ix) The correlation-coefficient was found to be insignificant between pupils' academic achievement and physical facilities at home.

(x) It was found that thirty-five per cent of the schools had no blackboards. In 81% of the schools, no teaching aids were available.
Pore, S.M. (1991) conducted a study on time-tables of the primary schools in Maharashtra with reference to the educational and administrative constraints. The major findings are:-

(i) Forty-five periods per week each of 35 minutes duration, were mentioned in the syllabus, the distribution of this 45 periods would normally be eight periods per day from Monday to Friday and five periods on Saturday (or Any other day convenient to the schools). This practice was followed in the Municipal schools but not in the private schools where forty periods weekly were mentioned.

(ii) Subjects such as the languages, Mathematics and English were given importance in the time-table, were placed in the first half of the time-table.

(iii) In many schools (82%) there was no provision for short recesses. According to 68.84 % teachers, it was not necessary since the schools discipline was disturbed. Provisions for long recesses of 30 minutes duration was made in the time-table.

(iv) Because of the shift system in cities many primary schools run 4 hours 45 minutes in the morning shift and 5 hours 40 minutes in the noon shift.

(v) As regards co-curricular activities there was no rigidity in the schools, the off periods, created due to the absence of the regular teachers were utilized mechanically without any planning which became sheer waste from the students’ point of view.

Naik, Sipra (1992) studied on Development of the Primary Education in Sundargarh District, Orissa with special emphasis on the role played by local leadership. The major findings are:-

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(vi) There was a phenomenal increase in enrollment, in the number schools and teachers at the primary schools stage in Orissa in general and in Sundargarh District in particular between 1951-52 and 1988-89. Special efforts made by the state through the tribal sub-plan approached as well as the introduction of various incentives seemed to have helped to expand primary education facilities in the district.

(vii) The average expenditure per student on primary education in Sundargarh District was Rs. 154.48 as per the figures for the late 1980s. The average non-teacher cause was 1.02% of the total expenditure.

(viii) The development, trends in primary education in Sundargarh District showed that 69% of the primary schools were set up in the post-Independence period, 52% of the total enrollment were tribal children, and 71% of schools did not have the one teacher-class status.

(ix) The percentage of boys dropping out of the primary schools was more than girls’ being in excess of 55% in case of boys.

(x) The facilities available in primary schools were inadequate-63% of schools did not have their own playground and games materials, 65% of them were not supplied with science kits and other teaching aids, and the incentives like free books, midday meals, etc. were not provided adequately.

(xi) The Sevashram type schools had very poor building facilities. The students’ hostels provided were also found to be inadequately furnished. The amount sanctioned by the government came to Rs.65 per pupil per month.

(xii) Leaders from areas where the ‘good’ schools were located showed and active, participative and positive involvement in matters connected with the local primary schools. The involvement took various forms. It was not so with the sample of leaders living near poor schools.

Ralte, Lalliani (1992)\textsuperscript{49} conducted an analytical study of Primary Education in Mizoram during the post-Independence period. The major findings are:

(i) Primary education developed in a big way during the post Independence period.

(ii) The female participation rate in primary education gradually improved from a low of 50 females per 100 males in 1947-48 to 93 in 1978-79.

(iii) The percentage of wastage of girls (36.8) was higher than the boys (31.3)

(iv) The expenditure on education as a proportion of the total union territory expenditure (revenue) declined from 18.2 \% to 15.5 \% between the years 1972-73 and 1985-86.

(v) The allocation on primary education to the total education outlay came down from 36 \% in the Fifth Plan to 12 \% in the Seventh Plan (1985-90).

(vi) The non-teacher cost per pupil was about Rs. 27 in 1985 and Rs. 75 in 1986-87.

(vii) The expansion in enrollment was not matched by a proportionate increase in teacher population.

(viii) Fifty five per cent of the schools had properly maintained classrooms. The store-room, student’s room, common room, craft rooms, library room, etc. were almost non-existent in most of the schools.

(ix) The overall performance of a sample of candidates who had appeared in the Primary School Scholarship Examination was not satisfactory in the achievement test in mathematics, English and General Science. There was no significant difference between boys and girls regarding their performance in these subject tests.

Birdi, Bimlesh (1992) conducted a study on the ‘Growth and Development of the Primary Education in Punjab from 1947-1987. The major findings are as follows:-

(i) In 1947 – 48, there were 31% students in the age group 6-11 years who were enrolled in Primary Schools. In April 1962, the Compulsory Primary Education Act was introduced in the state. The enrollment rose by 23% within two years, but compulsion had been introduced by 1987. The all India percentage of enrollment in 1986 – 87 was 90.3, but for Punjab it was 64.77. During 1987 – 88, the number of boys and girls enrolled in the primary classes was 10.29 lakhs, and 8.74 lakhs respectively, which was 61.98% of the total population in the age group 6-11 years, the corresponding figure for India was 82.50%. The punitive clause of the Act mostly remained on paper and the department showed a lukewarm attitude in the implementation of the Act properly.

(ii) The conditions of building, furniture and equipment were unsatisfactory in almost all the primary schools. The rapid expansion, which has not been accompanied by the necessary resources, has been lowering the academic standards.

(iii) In 1947-48 there were 5,337 teachers and in 1964-65 the number rose to 50,654. During 1987-88, the total number of teachers was 47,493, which was nearly nine times of that observed in 1947-48.

(iv) The yearly expenditure on primary education in 1947-48 was 54.80 lakhs, which was 20.5% of the total expenditure on education. During 1980-81, out of the total allocation of Rs. 13,722.48 lakhs for general education, primary education received 4,965.06 lakh i.e. 36.18%.

(v) Since 1969, all text-books have been prescribed and published by the Punjab School Education Board. In 1971, the Text-books Board was nationalized and

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with all rights were vested with the Punjab School Education Board. After 1977, Punjab followed the recommendations of the Curriculum Review Committee and adopted each scheme of education, and in 1978, the Punjab School Education Board adopted the pattern of the NCERT at the primary stage.

The NPERC, 1991 and JRC, 1992 both stressed the need of improvement in the actual implementation of WE in average and quality. Some of the major findings of the study areas follow:

(i) Though the primary teachers in general are suitably qualified, it was found that nearly half of them had not undergone any type of in-service training in the field of work experience.

(ii) It was found that the subject Work Experience (WE) was not an essential part of the school curriculum at the primary level. Instead, a child allowed to opt for either “Art” or “Sewing” as subjects depending on the facility available in the schools. Work Experience (WE) also does not figure in the report cards of the students.

(iii) While of the primary schools have been provided with syllabus, guidelines, others are following their own syllabus in the subject of Work Experience.

(iv) Time allocation for WE shows a great deal of deviation from that suggested by ‘National Curriculum of Elementary and Secondary Education-a Framework’ (1988) published by NCERT. Further, it varies from school to school. Two periods per week are allocated to this subject whereas it should be 20% of the total instructional time, i.e. at least 8 (eight) per week.

(v) Since WE does not enjoy the status of the compulsory subject, so its planning is not done in the proper perspective by all schools at par with other subjects.

(vi) It was observed that among the types of activities conducted at the Primary Level, paper work was the most popular activities. Sewing, knitting, embroidery and clay modeling were some other popular activities.

(vii) As the subject ‘WE’ does not figure in the report card, evaluation in most of the schools is not being considered seriously. In a small percentage of schools, evaluation is done along with other academic subjects during the two terminal tests and final examination. In some schools evaluation is conducted after every topic. The most popular method of evaluation has been found to be ‘Evaluation by Observation’.

(viii) Most of the respondents’ report that the parents had a positive opinion about the subject. In some schools, however, the problem of motivating the parents had arisen due to their lack of awareness of the importance of the subject.

(ix) The problems in the implementation of the WE programme were the non availability of funds, lack of facilities in terms of materials, tools and equipments, lest time allocation, lack of trained teachers in WE, absence of instructional material and teacher-guides.

After investigating into the present status of implementation of WE Programme at Primary Level, it is felt that following points are worth mentioning for the efficient functioning of the programme:-

(i) The subject of WE needs to be considered as an essential subject at the primary level in all the schools, boys, girls and co-educational. It should find a place in the report card also.

(ii) ‘Work Experience’ nomenclature should be used uniformly in all the primary schools instead of ‘sewing’.


(iv) Orientation Programme and Work Experience Workshops may be organized on a continuous basis for the primary teachers and heads of schools.
(v) Tie allocation for the subject may not be less than 20% of the total instructional time, i.e. at least eight periods per week for primary classes as stipulated in the National Curriculum for Elementary and Secondary Education.

(vi) Planning of Work Experience activities should be done with the help of School Work Experience Committee in the beginning of the session and WE annual plan prepared.

(vii) Head of the schools, should select such WE activities as are suitable for the students depending upon the local conditions. A comprehensive list of WE activities may however, be drawn centrally and circulated to all the schools.

(viii) Uniform evaluation procedure may be adopted by all the primary schools.

(ix) The parents may be educated by the heads of the schools regarding the importance of the subject in day-to-day life of the student.

(x) The constraint regarding inadequacy of funds may be removed.

Kusum K. Premi (1992) conducted a study on “Universal Primary Education in Remote Areas: Case Study of Ladakh (Leh).” Some of the major findings of the study were:

(i) The state of J & K of which Ladakh is a part is the only state in the country which adopted 35 years ago the policy of free education from Pre-primary to the post graduate level. The state is unique in enacting legislation for compulsory education up to class VII.

(ii) Literacy rates had picked up very fast from 1961 to 1981. The rates, however, are below the national level. Similarly, rural-urban and male and female differentials, though narrowed down, continue to be wide. In rural areas males and females differentials are very high. In urban areas, differentials are not

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only marginal but female attendance rates are slightly higher than that of males.

(iii) Enrolment ratios have increased tremendously over the last two decades. The attendance however, continues to be much lower.

(iv) There is very high drop out in the system, enrolments in class V were only half of class I. In urban areas retention for girls appear to be higher than that of boys.

(v) Data on educational attainment are not available, but inferring from the entrance tests conducted for admission to Navodaya Vidyalaya, quality is very poor. In some tehsils not even a simple child qualified for admission.

(vi) The school infrastructure also weak in Ladakh. A large number of schools do not have buildings. There is acute shortage of rooms. The teacher pupil ratio is sometimes so low that it becomes counter productive to learning.

(vii) The basic educational equipment in schools like blackboard and chalk, books and furniture, charts and maps are in short supply.

(viii) A major problem in these areas is the non-availability of adequate number of teachers. Further a large number of teachers are under qualified or untrained. A large number of schools continue to be single teacher schools.

(ix) Supervision does not function effectively because of long distances and difficult terrain. Even basic activities, such as payment of salaries to teachers become difficult. Sometimes the teacher has to spend a few days to go to the black headquarters to collect the pay. Teacher absenteeism is a recurring phenomenon.

I. Grover’s (1986) study of Wastage in Primary Education: A global perspective revealed the following:

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(i) The overall dropout percentage is of a considerable extent in all the developing countries and fairly small in the European countries. However, the general trend over the past years in the developing countries is that of a gradual decline.

(ii) The highest wastage on account of dropout takes place in the region of Latin America, followed by the region of South Asia. Africa and Asia. The rates of developing countries in general and South Asia in particular are influenced by high wastage in India.

(iii) Grade-wise analysis of the situation reveals that the highest dropout in all developing countries occurs in Class I. The situation reflects the holding power of these grades, on account of which the doors of education are closed to for many children.

(iv) Repetition rates are lower where promotion is an automatic basis while examinations system enhances repetition. On a grade-wise basis, the African region has the highest rates and these occur in the final grade of education cycle. In the region of Latin America and South Asia, highest repetition takes place in Grade I and then the rates declines in subsequent grades.

(v) The highest wastage in primary level, in all countries takes place in Class I irrespective of per capital income. Highest waste in primary education is experienced by the low income-group countries, followed by the intermediate-middle income group. It is the poorest countries with most limited resources who incur the maximum amount of wastage on this account and thereby pay most dearly for this inefficiency.

(vi) In developed countries, the per capita income is much higher in comparison to developing countries, while wastage is minimal. Economic factor seems to positively influence educational wastage and inequality among nations continues.

(vii) Wastage is reported to be higher in rural areas of developing countries due to greater need for child labour, comparatively lower status of rural parents,
coupled with factors of low literacy, greater schooling inadequacies, traditional occupations and attitudes.

(viii) On the basis of sex the global picture of dropout is a mixed one. Noticeable differences exist in the developing and developed countries. UNESCO estimations (1980) indicate that differences do not exist in Europe. In Latin America dropout among girls is less while in South Asia and African countries the case is the reverse. In developing countries, the probability of male attending school is higher. The differences in repetition on the basis of sex in primary grades do not show any marked dissimilarities (UNESCO 1980). Thus socio-cultural factors seem to influence dropout and non-enrolment to a greater extent compared to repetition.

(ix) During 1960-1975 school enrolments in developed countries increased by a slight margin whereas in developing countries enrolments almost doubled. This was due to the fact that by 1960 the majority of developed countries had almost reached a stage of completion of universalisation of primary education, while the majority of developing countries had a low enrolment base accompanied by a significant increase in child population.

R.S. Tyagi (1999) made an in-depth study of 'Local Initiatives in Primary Education: A study of Village Education Committees in Bihar.' Some of the highlights of the study were:-

(i) Education contributes to economic and social development through increased national income and individual earning

(ii) Returns to Education are higher in rural than in urban areas and it is higher for primary and middle schooling than for higher levels of education.

(iii) Indicators of social development increase with educational indicators. Decline in fertility and increase in average marriage age increase with the

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increase in the level in education. The use of modern methods of birth control
is higher in couples with primary level school for females than among couples
with illiterate females.

(iv) Primary schooling helps improve a mother's basic childcare skills, domestic
management of ill-health, efforts at preventive care and use of modern health
services.

(v) Despite concerted efforts there is still a large number of school children in
the age 6-14 group out of school.

(vi) Decentralization is necessary to make the delivery system more effective.

(vii) The study of two villages Education Committees in Bihar revealed that
schools are becoming more effective when VECs are functional.

(viii) There is need to provide training or orientation to VEC members to discharge
their responsibilities more effectively. It is equally important to sensitize
educational administration to the local level initiatives.

Salochini Muthaya (2000)\textsuperscript{55} in “Case studies of Multi-grade teaching in India
and Canada: Implications for Improving Primary School Effectiveness found that:

(i) The multi-grade teaching is a significant feature of education in India where
77\% of primary schools are multi-grade.

(ii) Intervention programmes have had limited success in improving school
effectiveness since they do not address multi-grade teaching and have
focused instead on the provision of resources, human and material.

(iii) The study also found that despite similar problems in multi-grade teaching in
India and Canada, Canadian teachers managed their classrooms more
effectively than their counterparts.

\textsuperscript{55} Salochini Muthaya 2000. Case Study of Multi-grade Teaching in India and Canada: Implications
for Improving Primary School Effectiveness. (An abstract taken from 'Perspective in Education' -
A Journal for the Society for Educational Research and Development Vol.16 Number 2, April
2000)

The following conclusions were drawn from the study:

(i) The mean intensity scores of behaviour problems were more for those children who were watching TV for more than 250 minutes per day.

(ii) The mean intensity scores of behaviour problems were found to be less for children who watched TV randomly than those who watched only selected programmes.

(iii) The mean intensity scores of behaviour problems were found to be less for those children, where all the family members were able to watch TV together daily.

(iv) There was significant difference in the mean intensity score of children's behavioural problems in the area of adjustment, such as emotional, home academic and peers, according to their family's mode of watching T.V.

(v) The mean intensity scores of behaviour problems was found to be low when there was interaction by mothers and children while watching TV and more than when there was no conversation while watching TV.

Ravi Kanta Chopra (2003) studied ‘Primary Schools in Haryana: Exploration into their working conditions. Some of the findings revealed that:

(i) Working conditions of teachers in urban area schools of Haryana are decidedly better in comparison to rural schools with regard to separate toilet facilities for boys and girls, availability of services of Group D employees and Safai Kamacharis, tat-pati, electric fans, play materials, textbooks, reference materials and play materials.


(ii) Teachers working in rural area schools carry more workload in terms of size of the class, number of classes they have to teach and time they have to devote to non-academic duties more than their urban counterparts.

(iii) In all other matters, rural and urban schools have commonalities and differences do not exist between them with regard to quality of school building, number of rooms, teaching aids and equipments and other school facilities.

(iv) Majority of rural and urban schools run in pucca buildings of one to three rooms, have blackboards, chalk and duster, chairs for the teachers, a few teaching aids, like charts, globes, science and mathematics kits and radio-cum-tape recorders, drinking water and playground facilities. However, other facilities like head teacher’s room, separate staff room, hall, library, newspapers, magazine, journals, children’s literature and modern educational equipments are not available in most schools.

(v) In addition to their normal teaching work, primary school teachers are involved in a number of non-teaching duties like collection of official dak, maintenance of various types of record, registers, participation in literacy campaigns, educational surveys, family planning drives etc.

(vi) An appreciable number of teachers working in rural schools have to come from a long distance and travel 1–2 hours daily.

(vii) Lack of well-defined transfer policy creates tension and anxiety among teachers.

(viii) Student absenteeism in primary schools, particularly in rural schools is a crucial problem, which adversely affects students’ learning achievement.

(ix) Primary school teachers are by and large, satisfied with the over all social climate in the schools. However, the social climate in rural schools is reported to be more congenial than in urban schools. It indicates that the head teacher in rural schools are more democratic and supportive than their counterparts in urban schools.
Shabnam Sinha (2003)\textsuperscript{58} in her paper "Training of Primary Teachers in English Language Teaching - a Training Model based on Perceptions of Teachers - reported that:

(i) At the primary level 1-14 the teacher preparation for undertaking the teaching of English at the primary stage is extremely inadequate. The motivational level and morale of the teachers is at the lowest ebb. Their professional competence is often deficient due to lack of training, academic back up and pedagogical make up.

(ii) The in-service education of English teachers has been found to be inadequate and unsatisfactory. The programmes were not need-based and the periods of training were too inadequate to improve the competence participants in English teaching.

(iii) There has been a comparative neglect of curriculum theorizing in relation to English as a second language and there has been a tendency to overlook research and development as well as planning process related to general educational principles in favour of linguistic principles and second language research.

(iv) Any interventionist strategy for developing and improving teacher performance in the form of teacher training packages would need to be demand driven, need generated and user friendly.

(v) A face to face interaction and non-formal and informal discussion with the primary teachers of English revealed that it is imperative that teacher education be closely wedded to local conditions and contextual needs of the teacher and that a tightly structured, centralized and strait-jacketed teacher training package would be irrelevant and incompatible with the practical problems faced by the teacher in the field situation.

(vi) The study revealed that the teachers in English in Government primary school often find themselves inadequately equipped to deal with English teaching-learning in comparison to their counterparts in the English medium private schools.

(vii) The same teacher who takes up L1 in primary schools also takes up L2. Hence the crucial need for understanding the distinction between the two which needs to be closely linked to child psychology and general pedagogy to understand the developmental status of the children and their L.A.D. (Language Acquisition Development) functionality and maturational readiness.

(viii) The study conducted revealed that the teachers were quite unaware of the difference in L1 and did not know L2 teaching-learning strategies and ways of properly relating them to the psycho-linguistic development of the child.

Ruth N. Sangma (2004) studied the Administration and Financing of Primary School in the Garo Hills Districts of Meghalaya.

The major finding of the study were:-

(i) With the attainment of Independence primary schools in the hill areas were gradually brought under the state management the most important event was the establishment of the Primary Education Board at Shillong. The Board had full control over all primary education in the state under its jurisdiction. In 1954 the Primary Education Board was replaced by the State Basic Education Board.

(ii) After the Sixth Schedule was incorporated into the Constitution, District Councils were set up for autonomous districts in the tribal areas of Assam. The administration of autonomous district was vested in the District Council. Garo Hills Autonomous District Council was inaugurated in 1952.

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(iii) The transfer of control and management of Primary schools in Garo Hills was effected in 1961.

(iv) In 1972, the District of Khasi Hills and Garo Hills were separated from Assam to form the State of Meghalaya. The District Councils continued to look after the Primary Education in their respective districts.

(v) In 1980-81, the statement had to temporarily take over the administration of primary schools from the Autonomous District Councils.

(vi) In 1993 the State Government restructured the Primary Education in the State with classes I to IV covering the age group of 6 to 9 years.

(vii) In 1993 the government of Meghalya decided to take over the primary schools from the District Councils throughout the State. Even after the control and management of primary schools have been taken over by the state, community participation and involvement in establishment and management of primary schools continued.

(viii) The important feature of the Act 1993 is that the Government did not take over the assets and liabilities of the movable and immovable properties of the school building, furniture etc, but only the teachers and their services.

(ix) The state government in 1997, restructured the Directorate of Public Instruction. The three new directorates thus create are:

(a) Directorate of Elementary and Mass Education to take care of elementary education, including adult and non-formal education.

(b) Directorate of Educational Research and Training which is responsible for teacher education and all academic matters.

(c) Directorate of Higher and Technical Education to look after secondary, higher secondary, college and university and technical education.

(x) Financial administration has been decentralized to a certain extent, at the civil sub-division level, and is under the Deputy Inspector of Schools, now designated as Assistant to Administration.

Some of the findings are:-

(i) Kerala possesses the female literacy rate, which is higher than the urban male literacy rate in India.

(ii) Education facilities were widely spread particularly under the progressive monarchies of the princely state of Travancore and Cochin. Such facilities which, however, were not equally accessible to all socio-economic strata.

(iii) In terms of caste and gender, the women and the down trodden remained illiterate.

(iv) In comparison to National Educational achievements, Kerala stands ahead in the number of schools, number of trained and qualified teachers, child accessibility to school, education of girl children, lower rate of drop out and materials conditions of schooling.

(v) The state has more than 12,000 educational institutions, nearly 54,00,000 students, and more than 1,80,000 teachers. It has one lower primary school per square kilometer and one secondary school per four square kilometers. The teacher student ratio is 1:30.

(vi) The dropout of students is comparatively low vis-à-vis the national average. As per the data available for the academic 1995-96, at the Primary level the dropout of students in Kerala was nearly absent whereas it was 53% at the national level. The date of dropout from the first standard to the tenth standard was mere 30% vis-à-vis the national average of 70%.

(vii) The educational system of Kerala, however, suffered from certain handicaps as the existing pedagogy aided only in learning by rote and that achievement in cognitive as well as psycho-motor domain lagged behind. The phenomenon

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of mental dropout is a disturbing feature of schools in Kerala, which implied that the physical presence of students did not correspond with the educational output. Education suffers from severe drawbacks in terms of quality.

(viii) The number of students who completed primary schools in Kerala, 30% did not require the basic of language and elementary mathematics.

(ix) There is a wide gap between the number of working days reported and their effective number of teaching days while the number of working days for schools is reported around 190 in an academic year. The number of effective teaching days in primary schools is about 141 (74.2%).

(x) Large sections of students scored poorly in spite of regular attendance due to mental dropoutism which implied The poor performance of the students was related to their measuring scale for marking student output-memory power.

(xi) The society has not developed the necessary attitudes to incorporate the day today talents of a child in mastering the management of numbers through his/her own logic, discretion as a standard criterion to understand the child abilities,

(xii) The prevailing educational in Kerala is absolutely text-book oriented geared towards making students secure good marks in examination. Teacher indulged in vigorous coaching without stimulating to creative thinking of children.

Vipender Sandhu and Jaswinder Singh Dhillon (2005)61 studied environmental Education Awareness among Elementary School Teachers. The major findings are:

(i) There exists urban-rural variation in environmental education awareness. Teachers working in urban schools were more aware about environment and its related problems.

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(ii) Male and female elementary school teachers showed no significant variation in environmental education awareness; thereby highlighting that sex was not the factor affecting environmental education awareness among the elementary school teachers. Both male and female elementary school teachers had equal environmental education awareness.

(iii) Science school teachers had higher environmental awareness than social science and language teachers in environmental education awareness.

(iv) Subject specialization of the elementary school teachers had its effects on the environmental education awareness.

SIE (1965)62 undertook to study the Problems of Supervision and the Views of supervisors of the Primary School about the present syllabus.

It was found that:

(i) The syllabus followed the physical conditions of the school and the teaching aids used, needed modification.

(ii) The quota of supervision was to be lessened so that the supervisors would be able to do justice regarding academic guidance to the teachers and headmasters.

(iii) Fifty six percent of the supervisors were ignorant of the new techniques of teaching and the current problems.

SIE (1965)63 To Study the Economical and Educational Position of Teacher Educators of Primary Teachers' Training Institutions and their View about the Present Syllabus, Ahmedabad.

The findings of the study were:

(i) The syllabus needed to be modified.

62 SIE To Study the Economical and Educational Position of Teacher Educators of Primary Teachers Training Institutions and their Views on the Present Syllabus 1965. (An Abstract taken from M.B. Buch, Fourth Survey of Research in Education)
(ii) The Examination System required to be improved.

(iii) Seventy six per cent of the teacher-educators were trained in basic education.

(iv) Twenty two percent of them had accepted the profession as their own choice.

(v) They felt that their economic position was satisfactory.

(vi) Twenty eight per cent of them liked to have further study.

SIE (1966)\(^64\) conducted Case Studies of Primary Teacher Training Institutions in Gujarat, Ahmedabad. The study revealed that:

(i) More physical facilities were needed for trainees as these institutes were residential.

(ii) All institutions had adequate number of Basic Trained Staff.

(iii) No institution had a science laboratory.

(iv) There were no reading facilities in these institutions.

(v) There was a great need for adequate treading room for students and staff members.

(vi) Fifty percent of the staff members need refresher courses.

(vii) There was no proper planning done in these institutions.

SIERT, (1966)\(^65\) Rajasthan Teacher Education at Primary Level in Rajasthan 1966 Fourth Survey.

The study revealed:-

(i) The average intake was about 130. The qualification prescribed for admission to the STC Course was the higher Secondary Examination.

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\(^65\) SIERT Teacher Education at Primary Level in Rajasthan 1966. (an Abstract taken from M.B. Buch, Fourth Survey of Research in Education)
(ii) About 2/3 of the trainees belonged to rural area.

(iii) The minimum prescribed for freshers was 18 years whereas the ages of the trainees ranged from 18 to 45 years.

(iv) On the teaching staff, there were headmistress, subject teachers, and craft, Agriculture, physical Education and drawing instructors.

(v) The syllabus was prescribed the department of Primary and Secondary Education of the State government and was followed in all the institutions.

(vi) Some of the institutions felt that the syllabus was too ambitious. The syllabus for craft was heavy, its teaching require a lot of funds, and the teaching staff had inadequate training.

(vii) Many difficulties in making arrangements for practice teaching where faced because they did not have demonstration schools.

(viii) Out of 50 training institutions, 37 had had their own buildings. 11 were housed in rented building. Out of the remaining, one was functioning in a donated dharmashala and the other one was located in a high school building.

(ix) The expenses of Government training institutions were met by the government-aided institutions got grants-in-aid from the government.

(x) Stipends to pupil-teachers were paid by the state government. The State Institute of Education provided guidance to training schools.


Some of the major findings were:

(i) The local community mostly decided to set up a school without considering its primary requisites.

\textsuperscript{66} SIE Case Study of Single Teacher Schools of Jorhat, Sub-Division 1968. (An Abstract taken from M.B. Bich, Fourth Survey of Research in Education)
(ii) After the school was taken over by the department, local enthusiasm became a spent force. Community co-operation, in most cases, became a far cry.

(iii) The teacher was left to himself with his burden.

(iv) Teachers were not properly for multiplied class teaching.

(v) All the schools have very unsatisfactory conditions. So far, nothing constructive had been done to improve conditions.


It was found that:-

(i) The pupils did not progress well in Arithmetic, Computation because of the lack of skills in basic computations.

(ii) The pupils did not know the entire processes of addition, subtraction, multiplication, and addition.

(iii) And when the mistake were diagnosed and remedied, they progressed well in Mathematics.

SIERT, 1982 (Rajasthan), conducted a study on Primary Education, Curriculum Renewal Project in Bagadia Phalan, (Banswara): A Case Study 1982.

Some of the outcome of the Project were:-

(i) Prior to the introduction of the Project, many facilities were not available. There were inadequate facilities for stationery materials, teaching aids, medical check-up, drinking water, furniture, playground and garden. After the

67 Arora, K. and Choppra, R. A Study of Status of Teacher Educators working in Elementary Teacher Training Institutions, Department of Teacher Education NCERT, New Delhi 1969.(Abstract taken from M.B. Buch, Fourth Survey of Research in Education)

introduction of the project, the teachers, started taking keen interest in school activities, especially cultural activities.

(ii) Working hours of the school were the same in project curriculum and state curriculum.

(iii) Daily attendance of students increased by 52 per cent. Student participation in various activities improved by about 25 per cent.

(iv) Efficiency of teachers improved by 25-50 per cent.

(v) Interest and involvement of the community increased and overall functioning of the school improved by 50-75 per cent.

(vi) The material and equipment provided increased by 25 to 50 per cent.

(vii) The other changes were awareness due to non-formal and adult education and establishment of new departments.

SIERT, Rajasthan, (1982)\(^6\) conducted a study of Primary Education Curriculum renewal Project in Dungra Chotta (Banswara), A Case Study.

The major findings of the Project were:

(i) Before the introduction of the project there was only one room, but after the Project, the schools have three classrooms, one room for the headmaster and one verandah.

(ii) The total enrollment in the school increased by about 60 per cent during the period 1974-75 to 1980-81, after the introduction of the PECR Project. As before there was no stagnation. The new instructional materials were satisfactory.

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\(^6\) SIERT (Rajasthan) Primary Education Curriculum Renewal Project in Dungra Chotta (Banswara), A Case Study 1982. (An Abstract taken from M.H. Bieh. Fourth Survey of Research in Education Volume II)
(iii) The teachers were trained every year for every class and were satisfied with
the training. Timely guidance was provided to teachers by TTI staff, SIERT
staff and community members to their satisfaction.

(iv) In the Project curriculum, the working hours and the weightage given to
different subject areas, except Hindi and Mathematics at ungraded unit level,
were the same as prescribed in the state curriculum. Nine periods for Hindi
and mathematics have been allotted for the ungraded unit class, whereas in
the state curriculum six periods for mathematics and 12 periods for Hindi had
been allotted.

(v) The evaluation was a formative and grading system which had been
introduced along with remedial teaching after each unit test.

(vi) Socially useful productive work (SUPW) was included in the Project
curriculum as a subject and one period per day was provided for it. Teachers
for SUPW activities were trained.

(vii) After the introduction of the PECR Project about 50 per cent improvement in
the quality of education and 50 to 75 per cent improvement in the over-all
functioning of the school was noticed.

SIE (U.P.), 198670 investigated into A Study of Dropouts and Failures in
Primary Classes, Allahabad.

The main findings of the study were:

(i) In all the four developed Blocks, the development trend showed that from 6-8
class, 15 percent were dropouts and 4 percent were failures

(ii) Maximum dropouts were seen among children coming from the backward
classes.

(iii) No significant difference was noted in the successful candidates and those
who dropped out in class V.

70 SIE, (U.P.), A Study of Dropouts and Failures in Primary Classes, Allahabad, 1986. (An abstract
taken from M.B. Buch, Fourth Survey of Research in Education Volume II)
(iv) The main causes for dropout were illiteracy of the parents, poverty, lack of interest, distance of schools from home, unattractive environment of the school, indifference of teachers, irrelevant curriculum, lack of physical facilities like water and sanitation, etc. in schools.

The suggestions of the guardians were:

(a) Besides the curriculum children should be taught about the profession of their parents, and subjects related to the upliftment of life.

(b) Schools should discriminate between castes, religions, communities, rich and the poor, sex, etc.

(c) Adequate physical facilities, motivating school environment and teaching of craft, should be provided.

NIEPA, (1986) Project "Arise" for UEE and Adult Literacy reported the following findings:

(i) As regards participative techniques, the involvement of the community in decision - making and entrusting and assigning responsibilities in supervision, monitoring and evaluation were found desirable.

(ii) The strategy of community involvement right from the outset also helped to take into account local customs, traditions and the aggregation cycle of activity.

(iii) The village education committee in this project emerged as a significant feature and an effective instrument for people's involvement. Apart from their efforts at mobilizing the community and persuading them to send their children to school, they also undertook the responsibility of general maintenance of the school.

(iv) A remarkable breakthrough for the project also was the remarkable change in the attitude of religious leaders.

(v) The favourable response to the instructions provided helped in further increasing enrollment. The enrollment position as in December 1986 was 66 percent; of this 88 percent were boys and 35 percent were girls.

(vi) Some broad conclusions could be drawn from this research. Firstly, utilization of inputs, at an effective level was possible only when the community was duly sensitized and fully involved in the process of enrollment and retention. Secondly, the teacher should play the role of a change agent in seeking the involvement of the community. Area officers at block, subdivision and district level should accept this strategy and guidance. Thirdly, the teacher preparation program had great potential and tremendous possibilities. The main emphasis was on integrating the theory with practice. All learning must be concretized more meaningfully, with the help of work situation existing in the immediate environment.

2.2 STUDIES ABROAD

In a special issue Bulletin of UNESCO Regional Office of Education in Asia, it is reported that the problem of waste cannot be solved once and for all but involves the whole educational system, which includes the quality of teaching, quality of supervision, instructional material, the curriculum evaluation and the school community (Brown 1966). The quality of teaching can be improved only with better teacher training facilities and programmes.

Studies related to the Promotion of Primary Education: UNESCO (1968) reported that in USSR facilities like mid-day meal, free supply of reading and writing materials and health programmes were provided to overcome the problem of drop-out and stagnation.

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72 Quoted from Lynden, B. A critical Study of the Development Plans and programmes in Primary Education in the State of Meghalaya since independence unpublished thesis Ph.D. NEHU.

73 Ibid
In the early sixties, experts Narbison and Myers (1964) were urging that the typical underdeveloped country should give absolute priority to second level education overall the other highly urgent educational needs. By 1968, however, it was clear that the economic growth rate had not been as high as expected and Rene Mahen, the Director General of UNESCO, pointed out at Nairobi that the shortfall in primary enrolment in the majority of African countries turns out to be so great that priority during the phase should doubtless be given to primary education. But what sort of primary education? Cameroon which has recently embarked on a scheme to spread a specifically rural type of primary education hopes that the plan will prudent the conditioning of youth to an urban wage expectation. Authorities are anxious to stop the drift to the towns in search of work exemplified by figures from the Ivory Coast which showed that in some rural areas 90% of primary school leavers migrated from their villages.

In Indonesia, the Royal Decree of 1892 following the Dutch conquest ‘divided the natives primary schools into first and second class schools, the foremen being for the upper classes of the Indonesian society’. Soon the new educational system became symbols of prestige and power associated with the ruling group, which in the course of time became too pervasive as to create a wide gulf between the educated class and the masses of the people and also between the educational aims and the national needs. The history of this period, thus, holds the clue to the high prestige of liberal education, the rigidity of the power hierarchy, and its continuing influence over the market demand for education, and also the insensitivity of the educational system to the needs of the nations. The values inspiring the goals of national development thus seems to be in a direct collision course with those originally shaping the existing educational systems, thus neutralizing much of the reform efforts.

A number of developing countries in the region, such as Burma, Ceylon, the Republic of China (Taiwan), South Korea, Malaysia, and the Philippines have either actually achieved or are very near achieving the goal of universal enrollment in primary education. Except Burma, all other countries already had 60% or more of the age group in school at the beginning of the 1950s. Countries with large population,
such as India, Indonesia, Thailand and Cambodia, which have reached the level of about 74% may be able to attain the goal by 1980. Some of the other countries may also find this possible if a vigorous programme can be mounted to eliminate the interferences.\(^7\)

M. Olailekan Arikewuyo (1999)\(^7\) investigated into the "Managerial Style of Primary School Headquarters in Ogun State of Nigeria. The findings showed that:

(i) Primary school teachers have a great preference (87%) for democratic styles which in effect mean that they do not lean towards autocratic style of management.

(ii) Primary school head teachers have imbibed the concept of democratic style of management is very desirable. Even though the head teachers have not received any major training in educational administration they have disagreed with the assumptions of the autocratic style and would not employ them in their day-to-day running of their schools, especially in dealing with the teachers.

(iii) The acceptance of democratic managerial style has encourage the following: Delegating authority for many decisions to lower level workers, making an effort to make worker's job less routine and boring; increasing the level of responsibility in each worker's job; communication within the organization and recognizing that people are motivated by a complex set of psychological needs not just money.

M. Kabir et al (2000)\(^7\) investigated into 'Planning of Primary Education in Bangladesh. Some of the major findings are:-

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\(^7\) Kabir et al Planning of Primary Education in Bangladesh. Perspective in Education 2000 Vol. 16, No.2.
(i) That if replacement fertility can be achieved in time, then there will be smaller eligible school age population. It will be lower by 35% under fertility target achievement.

(ii) That depending upon the variation in the entrance rate, eligible students not in schools will also vary during the period.

(iii) There is a potential saving to the exchequer of about 13 million Taka's by 2012 assuming that negotiable downward which they should be for to show the variation.


The major findings of the study are:-

(i) The teachers and the pupils had high positive perception or primary science.

(ii) There is a significant relationship between the teachers and the pupils.

(iii) That is the teachers charged with the responsibility of teaching primary science play their role, they can make the pupils learn and discover science.

2.3 CONCLUDING REMARKS

Though a number of studies had been conducted by previous researchers covering various aspects of Elementary Education, no studies had been undertaken specifically on the Role of the Catholic Church in Elementary Education in Meghalaya.

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The foregoing pages have revealed a number of similarities and dissimilarities in the areas of development of Elementary Education in respect of the State of Meghalaya and those prevailing in other States in the country.

The present Study having been carried out in a specific geographical area of the North East, Meghalaya, is new and stands unique as a result of which various aspects covered, will throw light on the development of Elementary Education with special reference to the Role of the Catholic Church in Meghalaya and offer suggestions for improvement of Elementary Education in the State.